DOCUMENT RESUME

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TITLE	Individualized Foreign Language Islands: Sample Materials.
INSTITUTION	Mountain View School District, Calif.
NOTE	38p.; Materials available from Mountain View High School, P.O. Box 604, Mountain View, Calif. 94040
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ABSTRACT

Students at Mountain View High School, California, are participating in an experimental foreign language program which is based on individualized instruction within a modular schedule. This collection of sample materials which students and parents receive reflects the goals and requirements of the program. Materials include: (1) program description for German, French, and Spanish, (2) letter to parents, (3) progress report form, (4) deficiency notice, (5) learning theory diagrams, (6) various student handouts, (7) student self-evaluation form, (8) directions for volunteer help, (9) textbook checklists ("Verstehen und Sprechen," "New Functional German," and "Primera Vista"), (10) short story guides ("In der letzten Minute" and "Noche Oscura en Lima"), and (11) guide to study of alternative materials, including "Language Master" materials, flash card sets, and Berlitz materials. (RL)

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ED 071518

MOUNTAIN VIEW HIGH SCHOOL

INDIVIDUALIZED FOREIGN LANGUAGE ISLANDS

Sample Materials

Collie J. Kidwell, Principal
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Sheila Vidal, Coordinator, FL Dept.

These materials may be obtained by request at Mountain View High School, P. O. Box 604, Mountain View, California, 94040

FL 003 803

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

Sample Materials, Individualized Instruction

INDEX TO MATERIALS ENCLOSED

Program Description: Description of individualized approach in German, French, Spanish

Letter to Parents: Letter sent to parents at beginning of each year to explain individualized approach

Progress Report: Form used to chart student's progress and held in his record file throughout duration of studies

Deficiency Notice: Form sent home to parents during mid-quarter (or when necessary) as indication of problems or need for help.

Dichotomy: Pyramid of Behavioral Objectives: A visual format for use in defining both cognitive and affective objectives in Mountain View High School individualized Foreign Language program. Variables include the various needs of students entering program.

Walnut Theory: Schematic illustrating the dependency relationships binding teachers, student and materials. The contract is an important factor in the program.

Materials Tree: Schematic illustrating the alternative materials available in the Mountain View High School Foreign Language program and the way in which they are used to meet the needs of the various types of students entering the program.

Student Handout - Spanish Program: Example of the several forms used to orient the student to the individualized approach.

Student Self-Evaluation Form: Form used to encourage student to continually evaluate his own work and to set goals for himself.

Directions for Volunteer Help: Time-saving forms given to guests, tutors and other volunteer native speaker resource persons.

Textbook Checklists (Verstehen and Sprechen, New Functional German, Primera Vista): Form used to guide student at his own individual rate through tasks and activities in basic textbooks.

Short Story Guides (In der letzten Minute, Noche Oscura en Lima): Student guides to reading of various individual reading materials.

Guide to Study of Alternati e Materials (Language Master materials, flash card sets, Berlitz materials, etc.): Directions for students as they work individually and with peers through alternative materials used in Mountain View High School langua ge islands.

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

The Foreign Language program at Mountain View High School is an experiment with changes both in methodology and in structure. Foreign Language students are working on a completely individualized study basis within a system of modular scheduling. The combination of these two factors has resulted in the creation of the language islands for each language. The physical make-up of these islands is designed specifically to facilitate the individual learning process. Located on the periphery of the islands are tape recorder stations, phonograph stations, study carrels and all the related materials to make their use relevant to student needs. On one side of each island is a library and reading area where books, magazines, etc. are provided. Even a couch has been added. The remaining space is divided into 3 areas. First is the individual study area consisting of four circular tables. Here students study alone or in groups of two or three. Students test one another, give dictations, practice with vocabulary cards, or practice with informal use of the target language. Teacher aids are also stationed in this area and provide valuable assistance with drills, translations, dictations, written drills, etc. The second area is simply a large table around which students gather for conversation practice with the teacher. Throughout the day the teacher calls to this area a fairly homogeneously grouped number of 5 or 6 students taken from the individual study area to work on conversation. Vocabulary taken from the students' text is used as basis for conversation; however, creative and relevant patterns and responses are required so as to encourage independence from the text. The remaining area contains the teacher's desk and the storage area for tests, test tapes, student files, etc. At the teacher's desk is an area provided for counseling and tutoring of independent students.

Within this physical atmosphere there takes place the essential activities for learning of the target language. The student receives a checklist of activities to which he must conform to complete a unit of work. Included in these is the total spectrum of oral, written, and reading activities. Oral progress is achieved through use of tapes and records and through contact with teacher, with native speaker tutors, with student aids and with peers working cooperatively on the same unit. Written work is perfected in the usual manner through dictation, written exercises, written

reports and teacher directed individual assignments. Reading and translation is done on an individual basis as the student progresses through his outlined steps. Each student must read periodically, and frequency is determined by pace at which student is completing his material. Basic to all of students' work is that each student, as he completes any learning activity, is tested immediately and must achieve a minimum proficiency level before he is allowed to continue. The basis for moving to the next item, for example, is a successful test. Grades are given only at the end of each quarter and are based upon units completed, upon progress in relation to ability, upon effort, and upon will to learn the language. Under this system there has been some remarkable changes in attitude.

The basic time structure of this program is as follows: A student is required to attend 40 minutes per day, five days per week. He must attend a small group conversation meeting once or twice a week. In large group meetings movies are shown, lectures on culture, history, etc. are given, and special presentations are made by guest speakers. The time of day at which students attend the language islands is determined by computer. Thus, a student may attend at 9:00 a.m. on Monday and at 2:00 p.m. on Tuesday. Scheduling is a minor factor as long as the student uses the facilities constructively during a minimum of his available time.

To be sure, this program has many problems, but its problems seem to be offset by its many advantages. Among its problems is a lack of materials, both basic text and supplementary, which are developed specifically for individual study. Adjustments must be made in grading and credit systems. Minimum standards must be determined for the individual study process. Ways must be found to utilize para-professional help, student aids, and native speakers from the community as tutors and helpers in the individual study process. New teachers must be better prepared to cope with the changes and innovations, both in structure and in curriculum, now taking place in the high schools. The advantage which stands out most is the freedom for the student to move at a pace which is most commensurate with his ability. Providing this freedom is like opening a Pandora's box of solutions to many problems which until now have had negative influence on foreign language study. A few of the obvious: too much student-teacher frustration

and resulting conflicts. High attrition in foreign language classes. Too much repetition in class for bright student, not enough for slow student. Inefficiency of too much drill work. Assignments aimed at average group. Articulation problems occuring when students change school or teacher. Problems with placement of students in high school when entering from Jr. high language program. Irrelevancy of conversation in classroom situation. Rigidity of many language programs. Ineffectiveness of expensive labs which students attend on lock-step class basis, etc. etc. One will not find complete answers in independent study programs such as ours, but at least partial answers are strongly suggested.

Sheila Vidal, Coordinator of
Individualized Program

Robert McLennan, Vice Principal in
Charge of Curriculum

Mountain View High School

Dear Parent!

Your MVHS German student is working in an "individualized instruction" language program. That means that he or she has a good deal of choice as to (1) the speed by which he learns his materials, (2) the way in which he studies his materials each day, and (3) the kinds of materials he studies. Even though your student sets his own learning pace, and even though your student has many alternative materials to choose to study, he or she must meet a minimum standard for achieving the letter grades A, B, or C.

Both your student and I need your help in meeting these standards. First, you can help by encouraging your student to work harder, thus earning him more points for a better grade. Secondly, I've enclosed a progress chart on which you and your student can record weekly progress. The points required for grades are listed, making it possible for you and your student to set a quarter or semester goal and to predict then the grade upon completion of the goal you've set together. Try it!! Thirdly, you can help your student by asking him or her to use German at home or with other people who speak German or have studied it. Practice is very important and encouragement is indispensable. Having your student teach you a few words or phrases in the foreign language is an interesting experiment. Try it!!

Your MVHS German student may be best at working with a basic audio/lingual text book, or with an old fashioned grammar text, or with dialogs for oral presentation, or with vocabulary sets for oral practice and testing, or with a combination of any of these. Whatever the case, he or she must follow a pattern of reading and writing and/or oral practice; more practice; self-testing; and then final testing for points toward a grade. The goal here is not the final grade, but learning to use a foreign language through the process of practice and testing which is the only way we can meet that goal without living in the country where the foreign language is spoken. Your student studies each day (it is important that at least a little work be done each day) in the German Language Island which contains a good number of useful machines and sufficient materials and supplies. The most important work done in this room is the cooperative effort between students and teachers in conversation drills, practice drills, giving and taking dictations, giving and taking tests, correcting papers, learning vocabulary, and using that vocabulary. It's like the old one-roomed school house with everyone doing different things, together and individually, if you can visualize that. In such an individualized program, the student should know in advance (for himself) what he or she can do outside the class. Ask your student what his homework is--he should work on whatever is required to meet his next goal!

Your student should not only learn to use the German language (the degree of proficiency, skill, and success will understandably vary for many reasons--and that's OK!!), but he or she should also learn other extremely important things in this program, such as:

--to define and set goals for himself (your student can predict his or her grade on the basis of the goals he sets for himself)
--to establish and meet for himself a standard of achievement, of rate of progress, of level of perfection (your student is not allowed to move to another goal until he passes all tests with at least 80 percent accuracy)
--to demonstrate responsibility to himself, to fellow students, to the teacher and to his parents (there is much freedom in our language island. Therefore now we've learned that with greater freedom comes greater responsibility!)

--to take initiative (students have important choices to make each day)
--to gain knowledge of himself (student learns quickly in an individualized program his strengths and weaknesses--the important thing is that he seeks to remedy his particular weaknesses and to build on his strengths)
--to work with his peers and to appreciate giving to and receiving help from others (much of the drill, practice and testing is through peer cooperation)
--to ask questions, to seek solutions to problems, and to use materials and machines in a constructive and creative manner (students more often achieve their goals through initiative and inquiry than they do by receiving the answers in the traditional lecture manner).

Follow the progress of your student with the enclosed chart! If you have questions, call me at MVHS (967-5543 ext 52). If you know any native German speaker who might be able to help us, have him or her call me at my home (257-5129). And try that experiment I mentioned. You might enjoy it, and your student will appreciate it!

Danke schon!

Robert McLennan

Herr McLennan
German teacher
Mountain View High School

PROGRESS REPORT
GERMAN STUDIES
MOUNTAIN VIEW HIGH SCHOOL

NAME_____ ADDRESS_____ PHONE_____

Year of Graduation_____ Counselor_____

YEAR	QUARTER	TASKS COMPLETED -- POINTS AWARDED	GROUP WORK	ORAL WORK	GRADE
	1st				
FIRST	2nd				
	3rd				
	4th				
	1st				
SECOND	2nd				
	3rd				
	4th				
	1st				
THIRD	2nd				
	3rd				
	4th				

FOURTH

SPECIAL PROJECTS:

COMMENTS:

Mountain View High School
Date_____

Mr. and Mrs._____:

Recently you should have received a letter explaining the way your son or daughter studies German at Mountain View High School. I hope you have been able to follow his/her progress and even get a chance to here German as your son or daughter tests out and practices the language.

I'm sending this letter to you in order to point out any areas where your son or daughter might need encouragement or reminders. I would appreciate any help you can give in bringing about a change in any of these areas checked below.

_____ Student should attend more regularly.

_____ Student should establish an assignment or goal for him/herself each day.

_____ Student should follow through and complete the assignments and tasks he/she sets each day.

_____ Student should come to teacher or aide for help more frequently (and when he needs it).

_____ Student chooses work too difficult for him/her at this time.

_____ Student chooses work too easy for him/her at this time

_____ Student should practice (out loud) more with a student aide, a friend, or with the teacher.

_____ Student should spend less time with friend(s) in class when German is not the language in use.

_____ Student should be more willing to experiment and practice with the language both in and out of the class.

_____ Student has missed too many oral drill sessions.

_____ Student has missed too many small group conversation sessions.

_____ Student should display a more positive attitude toward working with other students.

_____ Student is doing excellent and deserves all the encouragement he/she can get and move.

_____ Student should seek counseling for a class more appropriate for his needs at this time.

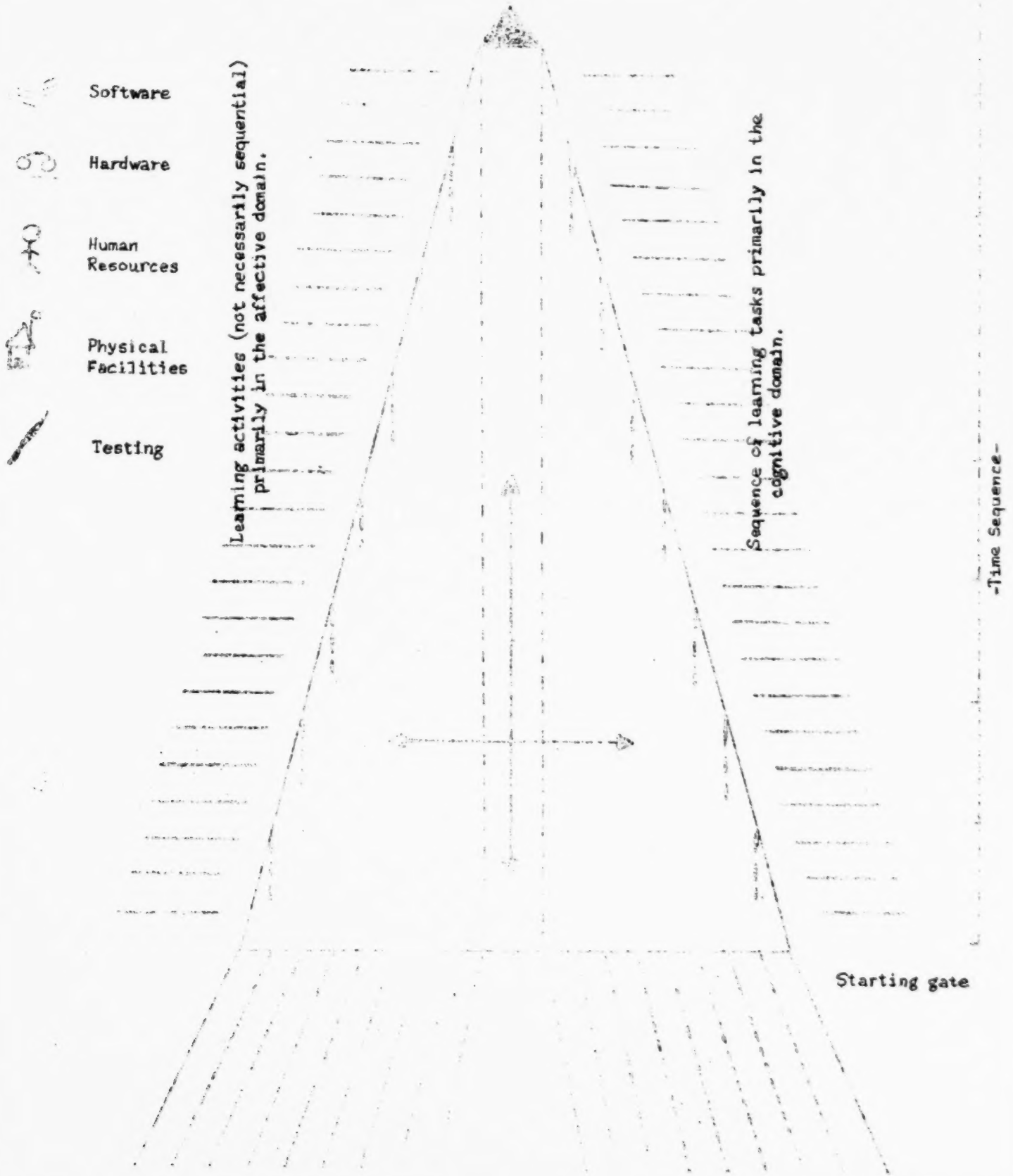
Thanks for your help and be sure to call if you have any questions.

Sincerely,

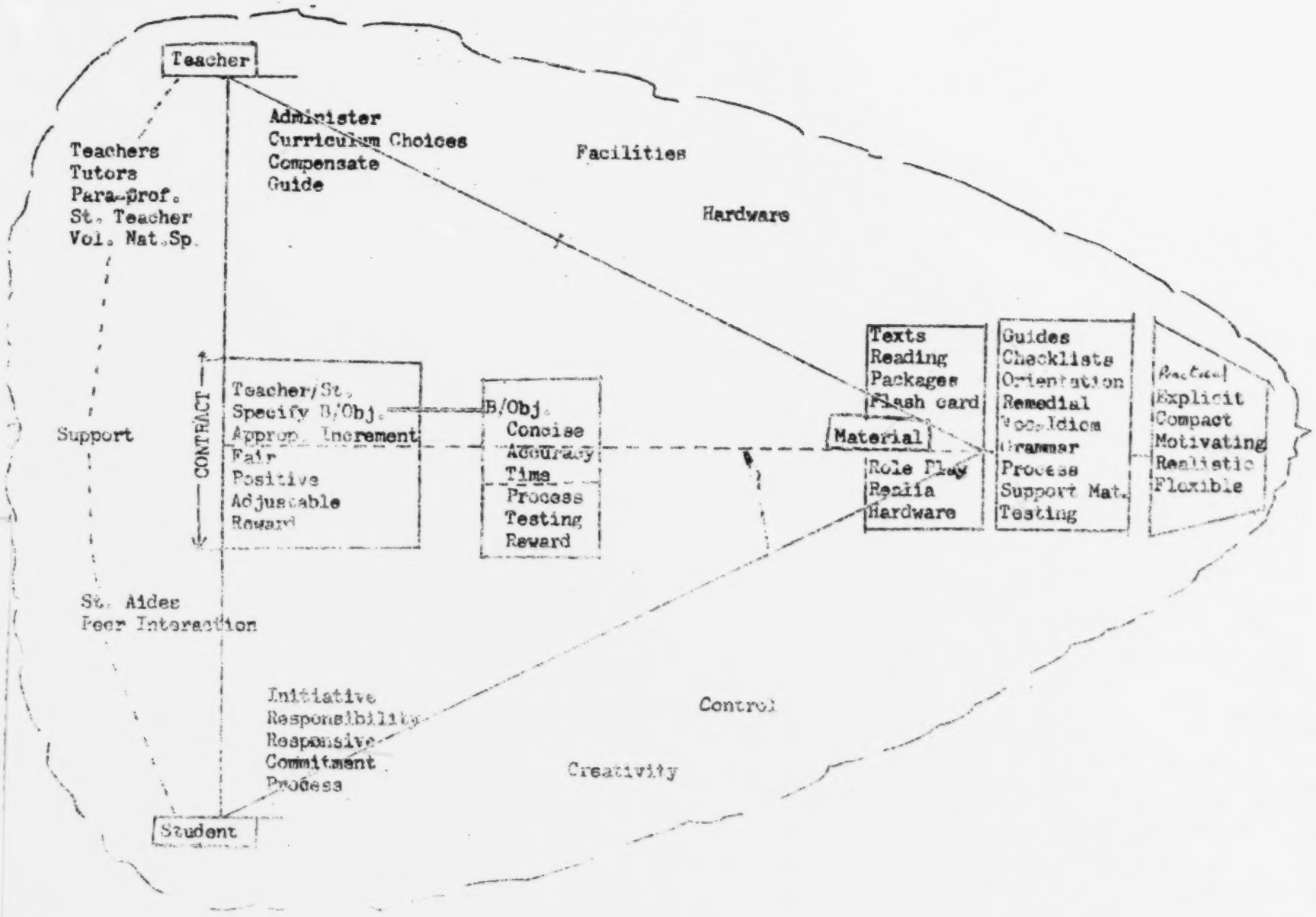
Robert McLennan
German Teacher
967-5543 Ext.52

DICHOTOMY OF AN INDIVIDUALIZED FOREIGN LANGUAGE PROGRAM

(Pyramid of Behavioral Objectives)



Walnut Theory



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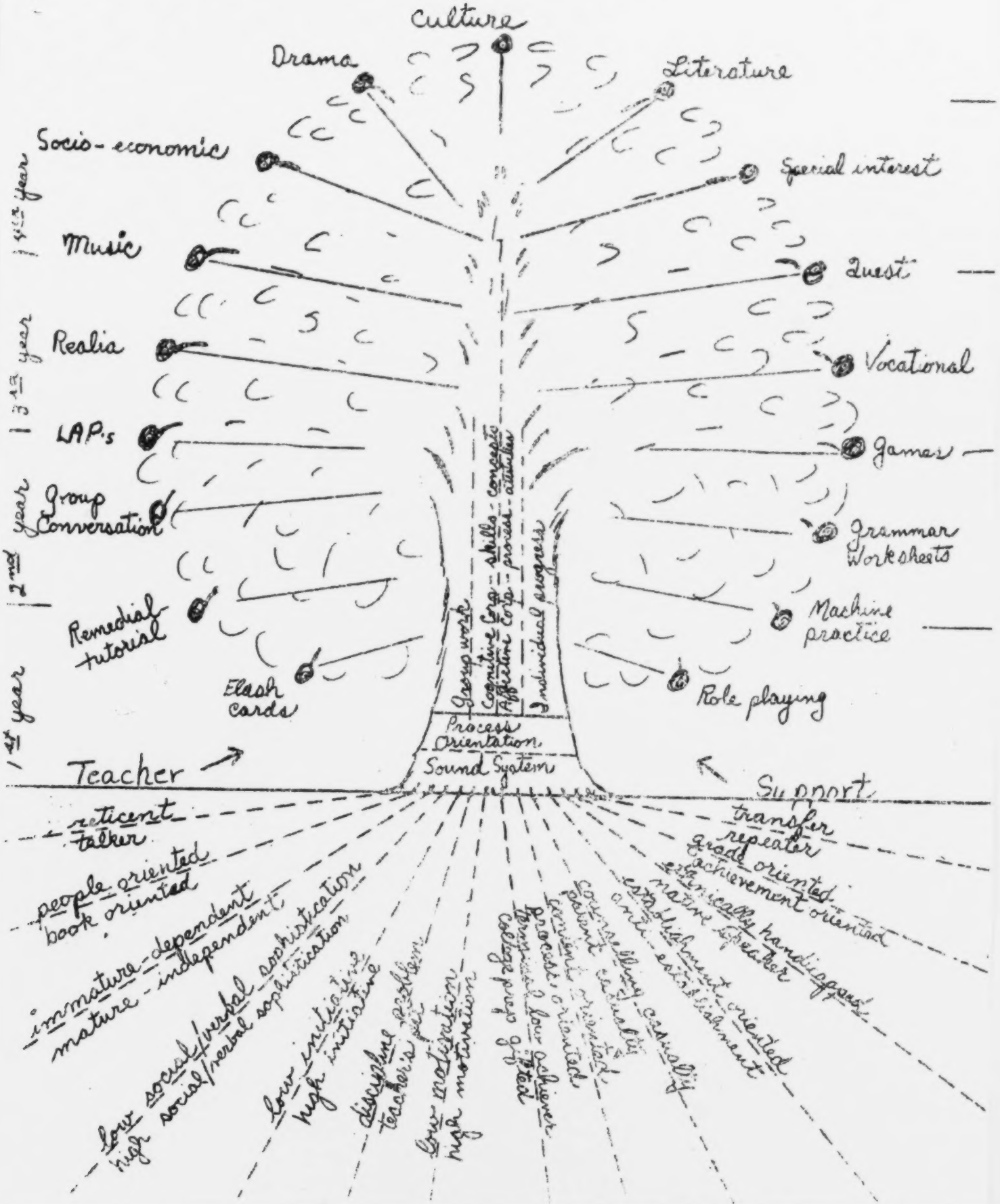
Materials Tree



MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

SPANISH DEPARTMENT
Individualized Instruction
Mrs. S. Vidal

How is Individualized Instruction the same as another class?

1. You come to class each day at an assigned time.
2. You have classwork, homework, tests and grades.

How is Individualized Instruction different?

1. You are responsible for the amount of material you will cover. You decide when you are ready to take a test and proceed to the next activity. You'll manage your own time.
2. You must attain at least 80 per cent on exams. If you do not have 80 per cent you must retake the exam until you do.
3. Because you are not competing with other students you can do more working together. Since you are all here to learn Spanish, it is expected you will work together and help each other on many activities.

Credit and Grading

Grades are given only at the end of each quarter. They are based upon the number of points received as units or learning packages are completed. If in one semester more than the standard number of points are earned, credit will be granted accordingly. Credit will be based upon the amount of work completed.

Records: Individual file folders for each student.

1. Each student has a file folder containing all exercises, tests, compositions -- all written work for the class and checklists.
2. You should also keep a record of your completed units, lessons, etc.

Materials:

1. Learning packages or units

   a. Checklists, vocabulary, worksheets
   b. Culture units
   c. Reading units
   d. Grammar units
   e. Flashcards
   f. Language Master cards
   g. Games

2. Filmstrips with cassette tapes and scripts.

3. Records:

   a. Literature
   b. Poetry
   c. Music

4. Books, magazines and newspaper (in Spanish)

5. Tapes (cassette and reel to reel)

   a. Basic text
   b. Novels, short stories, etc.
   c. Supplementary text
   d. Music
   e. Grammar drills

6. Slides:

   a. Art
   b. History
   c. Places of interest in the Spanish-speaking world

Equipment:

1. Cassette recorders
2. Tape recorders
3. Filmstrip viewers
4. Slide projectors and viewer for individual use
5. Viewers with synchronized cassette
6. Language masters
7. Phonographs

THE MATERIAL AND EQUIPMENT MENTIONED IS AVAILABLE FOR YOUR USE AT ALL TIMES.

Class periods:

This class period and this room is for Spanish. Use it to learn Spanish. Nowhere else are there so many aids to help you learn. You are welcome to spend any extra time you have in here learning the language. Do as much reading and written work at home as you can. Do oral and listening practice here.

Abril 1972
Sra. Vidal

Me llamo _____
La fecha _____

The last quarter of this school year (April-June) your progress in Spanish will be evaluated on the number of points you acquire during the next nine weeks. You will accumulate points as you successfully complete units of work (many of which you will select from the resources and materials available in the Spanish Language Island, room 2).

You will be encouraged (required) to work with teacher aides, friend, classmate or teacher on many of the activities. Language is communication and using the Spanish you are learning is the best way to make progress. Don't be afraid of making a mistake!

The following is expected of all students working in the language island:

1. Speak Spanish (not English)
2. Make use of all available equipment and resources.
3. Keep the teacher aides BUSY.
4. Bring your own book, paper and equipment to class each day.
5. Always ask for your exam.
6. Establish a goal for yourself each day.
7. Do not retake any exam the same day your previous exam is returned.
8. Study Spanish each night Monday thru Thursday, a minimum of 30 minutes (longer is necessary).
9. Return corrected papers to instructor so your file is complete and up-to-date at all times.
10. Work hard, have fun and learn lots!

Your refrán to LIVE by for the next 9 weeks is:

"No dejes para manana lo que puedes hacer hoy."

Points	Grade
100	A
90	B
80	C
70	D
60	E

TEXT:

	Primera Vista:	Suggested minimum of 4 chapters
8 points per chap.		Chapter #_____
		Chapter #_____
		Chapter #_____
		Chapter #_____
	Segunda Vista:	Suggested minimum of chapters
10 pts. per chap.		Chapter #_____
		Chapter #_____
		Chapter #_____
		Chapter #_____

FILMSTRIP/TAPE/SCRIPT

	Berlitz:	Lesson 4--A typical restaurant	Oral _____ written _____
10 pts. each		" 6--A social visit	Oral _____ written _____
		" 7--A business day	Oral _____ written _____
		" 8--the doctor comes	oral _____ written _____
		" 11--a walk through the park	oral _____ written _____
		" 12--historical points	oral _____ written _____
		" 13--an unexpected encounter	oral _____ written _____
		" 14--legal matters	oral _____ written _____
3 pts.	La ciudad		oral _____ written _____
3 "	La fiesta		oral _____ written _____
5 "	Don Quijote (Advanced)		oral _____ written _____
4 "	Latin American Teenagers #3		oral _____ written _____
4 "	Latin American Teenagers #4		oral _____ written _____
4 "	Morelos (Mexican Hero)		oral _____ written _____
4 "	J. Martí (S. Amer. Hero)		oral _____ written _____
4 "	Artigas		oral _____ written _____
4 "	A. Lincoln (U.S. Hero)		oral _____ written _____

FILMSTRIP/SCRIPT

	Mexico	oral _____ written _____
5 pts. each	Vamos a España	oral _____ written _____
	The Basque Country	oral _____ written _____

TAPES:

2 pts. each

#1 Circling the Globe in Spanish oral_____written_____

#3 " " " oral_____written_____

#5 " " " oral_____written_____

El idima de la pelota oral_____ written_____
Folklore español

LANGUAGE MASTER CARDS

4 pts. each

#1
#2
#3
#4
#5
#6
#7
#8

FLASH CARDS:

Occupations oral_____ written_____

Animals oral_____ written_____

RECORDS

4 pts. each

Golden Treasury of Spanish American Verse (Advanced)

Exam_____

De corazón a corazón (Advanced) Exam_____

SLIDES (Advanced group or by special permission)

5 pts. each

Goya--and reading selection from CUMBRES Exam_____

Velázquez-- " " Exam_____
El Greco " " Exam_____

MEXICAN OR SPANISH COOKING

4 pts.

Read 12 recipes in Spanish (see instructor for cook book). Write 4 of your favorite recipes in Spanish EVALUATION_____

REFRANES

3 pts.

Learn 10 new refranes of your own choice and recite them from memory and be able to write them correctly. Ask for book of refranes.

SPECIAL VOCABULARY: Ask instructor for dittos

2 pts.	The car	Evaluation _____
2 "	Foods	Evaluation _____
2 "	Clothing	Evaluation _____
2 "	The house	Evaluation _____
3 "	The office	Evaluation _____
3 "	The Store (comestibles)	Evaluation _____
3 "	En la tienda de ropa	Evaluation _____
3 "	El restaurante	Evaluation _____

SPECIAL READING (Novels, dramas, etc.)

50 pts.	Noche oscura en Lima	Evaluation _____
50 "	La casa de Bernarda Alba	Evaluation _____
50 "	El frijolito salton	Evaluation _____
20 "	La gitanilla	Evaluation _____
40 "	Tred cuentos	Evaluation _____

5-10 pts. SELECTED SHORT STORIES AND READINGS

You must keep a list of selection you have read and note them on this paper. Evaluation _____

If you have special interest area you are encouraged to discuss it with the instructor and work up a unit.

"EL CAMARON QUE SE DUERME SE LO LLEVA LA CORIENTE"

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

STUDENT SELF EVALUATION FORM
MVHS Language Island

Name_____ Home Phone _____

Number of years in German_____ Quarter _____ School Year ____ Date_____

THIS quarter I have completed_____ chapters in my basic text. My basic text is:_____

THIS quarter I have completed_____ learning packages. They were:

_____

_____

_____

_____

_____

THIS quarter I have completed the following additional activities and projects:

_____

_____

_____

THIS quarter I feel I deserve the following grade:_____

Next quarter I plan to accomplish the following:

_____

_____

I think the following changes in our program should be considered:

_____

_____

_____

_____

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

SUGGESTED DUTIES TO BE PERFORMED BY VOLUNTEERS

1. Give objective-type oral or written tests. Make sure you have indicated the correct responses the learner is expected to give.
2. Have learners read orally to volunteers.
3. Have volunteers find some special material you don't have time to look for.
4. Give and correct dictations.
5. Manage AV equipment.
6. Distribute exams.
7. If the volunteer is an adult of the Spanish-speaking community, have them plan and demonstrate a traditional dish, game, song, etc.
8. Make tapes.

SUGGESTIONS ON ORGANIZING A GROUP OF VOLUNTEERS

1. Provide a specific time to discuss what is expected of each of them.
2. Assign specific times to each volunteer.
3. Make sure they have real and useful tasks to perform.
4. Fully explain your program of I.I.
5. Make contacts in the community to get qualified adult volunteers.

Note: If you are using student aides, consider granting teacher aide credit.

MOUNTAIN VIEW HIGH SCHOOL

Mountain View, California

SUGGESTED DUTIES

FOR NATIVE SPEAKER HELPERS IN THE GERMAN PROGRAM

I. Bring interesting realia to demonstrate and discuss. Wear native costume, if you like.

II. Engage students in conversation. Please try to follow the following guidelines:

1. Begin slowly and simply, establish contact and allow student to warm-up to you and the language.
2. Be helpful and patient -- student will make many errors and may have difficulty hearing you through his arrassment and excitement.
3. Be German -- shake hands, gesture, etc.

III. Help student with his work at the point where he is in his book:

1. Give dictations.
2. Ask helpful questions from chapter he is working on.
3. Help him pronounce words he is having difficulty with.
4. Give him short oral quizzes and translations.
5. Help him find answers to written and grammar work.
6. Correct students workbook, quizzes, dictations and spelling.

IV. Ask student to read to you from his book or fomr one of a similar level of difficulty -- allow him mistakes but gradually attempt to improve his pronunciation. This is also a good time to work with student on translation and grammar.

V. Present or teach a song, dance, poem, etc., if you would like and if students appear to be responsive to what you have to offer.

VI. We need music (records and tapes) and magazines for the German "Sprachinsel". If you are interested in contributing to the German program at Mountain View High School, please call Mr. McLennan, 257-5129. Danke schön!

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

SUGGESTED TOPICS
FOR PRESENTATION AND DISCUSSION BY NATIVE SPEAKER GUESTS

I. Explain and show slides of native towns and countryside. Avoid showing of personal family pictures or anything that does not relate to general topic of German culture.

II. Explain and discuss interesting experiences which would relate to German culture and habits. These might be school, sport, travel, language, etc.

III. Describe and discuss interesting jobs or hobbies which relate to German life and culture.

IV. Discuss German history, politics, humor, etc., if you are well versed in the subject. Please encourage questions and discussion.

V. Invite an acquaintance or friend to demonstrate a skill or art, such as musik, juggling, magic, dance, etc.

VI. We need musik on tape or record and German conversations on tape to be used in the "Sprachinsel" for practice in listening and translating.

VII. Should you be interested in contributing something to the German program at Mountain View High School, please call Mr. McLennan at 257-5129. Danke schön.

GERMAN STUDIES

INDIVIDUAL STUDY CHECK LIST

Student	Teacher	Date	Results	Tasks to be completed in "Verstehen und Sprechen"	Chapter 5
				Memorize 20 Basic Sentences - Know translation both ways - Practice with record and tapes 5A, 5B, 5C	Page 33-34
				Take dictation on 20 Basic Sentences - Learn spelling and punctuation	Page 34
				Learn "Question and Answer Practice" - Attempt to formulate your own answers	Page 35
				Learn "Pattern Practice" drills - Practice with tapes	Page 36-37
				Learn supplementary exercise after "Pattern Practice"	Page 38
				Read and translate all "Conversations" - Read orally to teacher or aid	Page 39-42
				Write answers to questions on "Conversations"	Page 42
				Know grammar and vocabulary listed in Student Handbook	
				Complete material in Workbook thru Chapter 5	
				Complete Unit Quiz for Chapter 5	
				Read and Translate all selections in "Reading and Review"	Page 43-46
				Write answers to question in "Reading and Review"	Page 43-46
				Complete Review Test Number 1	

COMMENTS:

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

CONTRACT AND STUDY GUIDE FOR TEXT New Functional German Chapter_____

Student_____

Date_____ Completion Date_____ Teacher Approval_____

I. At completion of this unit I will be able to:

II. I will complete the following steps while studying this chapter:

_____ A. Memorize and practice saying, writing and translating all the new words and idioms in Section A, "Units of Speech and Vocabulary," Pages_____

_____ B. Practice saying, reading, writing and translating all the sentences in Section B, "Model Sentences," Pages _____

_____ C. Study so that I understand all the explanations and examples in Section C, "Structure," Pages _____

_____ D. Practice saying, writing and translating all the sentences in Section D, "Exercises," Pages_____

_____ E. Practice reading both silently and aloud the narration in Section E, "Comprehending and Speaking," Pages_____

III. While studying this chapter I will use tapes and cassettes for pronunciation practice. I will practice the words and sentences with friends and student helpers. I will request the help of the teacher whenever I need it. I will attempt to use whenever possible the words and sentences in conversation practice.

IV. When I have completed the above steps, I will complete a test with 90 per cent accuracy.

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

P. V.
Leccion 21
"Una cita"

Nombre_____

Fecha_____

Objectives: Given an oral or written question in Spanish, dealing with time, and a visual cue, you will be able to write the answer with correct structure, spelling and punctuation. You will be able to say the answer with correct structure, pronunciation and intonation.

You will be able to write in Spanish a short paragraph telling the time you leave for school, when class begins, when you eat lunch, etc., with correct structure, spelling and punctuation.

Procedure:

1. Study the language patterns on Page 101 of P.V. Practice with the tape.
2. Study Language Master cards #6. Record the phrases on the tape so you learn to pronounce correctly.
3. With a friend practice the learning package on time.
4. Write "preguntas" on Page 102 and have them checked by the teacher. Prepare to do the same exercise orally without hesitation.
5. Ask for final exam.

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

P.V.
Leccion 30

Nombre_____

Fecha _____

Objective: Given an oral or written question in Spanish dealing with the date, you will be able to write the answer with correct structure, spelling and punctuation. You will also be able to answer orally with correct structure, pronunciation and intonation..

You will be able to write and say correctly the days of the week and the months of the year.

You will be able to say and write correctly the numbers 1-31.

Procedures: Study the days of the week on Pages 95-96 in P.V.

Study the month of the year on Page 158.

Practice with Language Master Cards #7 with the machine and then with a friend.

Write out "preguntas" on Page 159. Have your answers checked by the teacher aide or the teacher.

Prepare "preguntas" for oral work without hesitation.

Ask for exam.

P.V. LECCIÓN 62
Sra. Vidal

Me llamo_____
La fecha_____

SPANISH

INDIVIDUAL STUDY CHECK LIST

MOUNTAIN VIEW HIGH SCHOOL

Student	Teacher	Date	
			Read and understand reading selection --Read and translate to teacher --Practice with tapes
			Pass vocabulary test
			Pass dictation
			Prepare to answer orally or in writing questions on reading selection. Ask for ditto on "preguntas".
			Write answers to "preguntas" p. 374 --answer questions orally
			Prepare "Word Study" p. 374-375
			Supplement --Worksheets --Refrán: p. 375 memorize --Read other Indian legends
			Complete Unit Final

Use the definite article when necessary.

priest

sad

princess

prince

kingdom

strength

attack

on foot

to be in love with

body

torch

pain

throne

notice

tribe

smoking

net

butterfly

opposite

too much

around

for lack of

tires

fisherman

Preguntas

1. ¿Qué son Ixta y Popo?
2. ¿Dónde están?
3. ¿Qué significa Popo?
4. ¿Qué significa Ixta?
5. ¿Quién fue Ixta? ¿ Y su padre?
6. ¿Qué no podía defender el padre?
7. ¿A quiénes llamó el emperador?
8. ¿Qué prometió el padre al guerrero que venciera a sus enemigos?
9. ¿Dónde se Ixta cuando Popo salió para la lucha?
10. ¿Qué le pasó a Ixta? ¿Por qué?
11. ¿Cuánto tiempo pasó?
12. Cómo volvió Popo?
13. ¿Qué hizo con su fuerze misteriosa?
14. ¿Dónde se quedó Popo?
15. ¿Dónde colocó el cuerpo de Ixta?
16. ¿Qué tenía en la mano?
17. ¿Cómo están las montañas hoy día?
18. ¿Qué simbolizan las montañas?

Examen

I. Escriba en espanol la leyenda de Popo e Ixta.

II. Write an English cognate (related word) for the following:

Example: palacio palace

1. ciento
2. dormir
3. mirar
4. joven
5. año
6. tierra

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

German I-IV

IN DER LETZTEN MINUTE

This step by step study guide will help you learn the material quickly. Check off each Ubung as you go along.

_____ Listen to the story on tape 1.

_____ Read the story in groups of three for comprehension.

_____ Do Ubung I on Pages 3 and 4. Use tape 1 for pronounciation and memorization drills.

_____ Do Ubung II on Page 4. Use tape 2, pronounce each sentence until you can say it fluently.

_____ Do Ubung III on Pages 5, 6 and 7. Fill in the vocabulary and study all new expressions. Use the oral vocabulary practice test on tape 3 to check your progress.

_____ Take the oral vocabulary test

_____ Complete Ubung IV on Pages 7 and 8.

_____ Ubung V: Be able to relate these expressions to the events in the story. This is an oral exercise. You will find the correct answers on tape 4.

_____ Take oral test on Ubung V.

_____ Translate the English sentences in Ubung VI on Page 9. Turn in Page 9 for correction.

_____ Do Ubung VII and discuss your answers in small groups.

_____ Ubung VIII is a conversational exercise. Do it in groups of four or five.

_____ Take a short written exam on the story.

_____ Reenact the story in groups of three.

_____ Attend Apfelstrudelparty in honor of Doberman's recovery!

Prepared by Kirschner, Fremont High School

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

Noche Oscura en Lima

Nombre _____

Fecha _____

1. Read each chapter for meaning.

2. Look up only the essential words for meaning.

3. Keep a section in your notebook for "Noche Oscura" vocabulary and notes. Turn this in to the instructor when you complete the novel.

4. Refer to "Notes" P. 91 when indicated.

5. Memorize the expressions for each chapter, starting on P. 99.

6. Discipline yourself to review the grammar indicated for each chapter in the back of the book.

7. For every four chapters you read write out 15 sentences only from one of the translations. Turn in for corrections.

8. Be prepared for oral discussion on content of chapters.

9. Start Lesson 18. exercises of C. in the back of the book will vary. Follow directions.

10. Pass exams ---------- !Diviertase!

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

SPRACHMEISTER-ALPHABET SERIES

1. For a passing grade for any quarter, a student must be tested on at least 2 letter sets per quarter. This means that at the end of the 2nd year, a student should have completed the entire set at least one time through.

2. The letter sets may be learned in any order.

3. The student must learn the single word item plus a good German sentence in which the word is used.

4. Students will be tested orally by teacher or aide. Points will not be awarded until mastery of the word and sentence is demonstrated satisfactorily. Do not wait until the last week of the quarter to be tested.

5. Students may go through the series a second or third time, demonstrating mastery of the word item or the example sentence in a new form. For example: nouns can be learned in the plural; verbs can be learned and demonstrated in either the present tense, the simple (narrative) past, the present perfect (conversational) tense, or in the future tense.

Set No.	Letter Set	Card No.	No. Items	Points Per Set
1.	A	1-20	20	1 1/2
2.	B	21-71	50	3
3.	CDE	72-101	30	2
4.	F	102-146	45	3
5.	G	147-180	25	2
6.	H	181-214	35	2 1/2
7.	IJ	215-220	5	1/2
8.	K	221-272	50	3
9.	LM	273-308	35	2 1/2
10.	NOPQ	309-335	25	2
11.	R	336-355	20	1 1/2
12.	Sa-Se	356-395	40	3
13.	Se-Su	396-434	40	3
14.	T	435-461	25	2
15.	UVW	462-490	30	2
16.	XYZ	491-503	10	1/2

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

WORTSCHATZ UBUNG FUR DEUTSCH I-IV
GERMAN FLASH CARD KIT

1. For continued progress in German students will need to know these word items.
2. These categories may be learned in any order.
3. Students must learn each single word item and the use of that word in a good German example sentence. The sentences listed with each category represent a good model sentence which may be used to demonstrate the words in that category.
4. Students will be tested orally by teacher or aide. Points will not be awarded until mastery of the word and sentence is demonstrated satisfactorily. Do not wait until the last week of the quarter to be tested.
5. Students may go through the categories a second or third time, demonstrating mastery of the word items or the example sentences in a new form. For example, nouns can be learned in the plural; verbs can be learned and demonstrated in either the present perfect tense, the simple (narrative) past, the present perfect (conversational) tense, or in the future tense.

No.	Category	Points for Cat.	Model Sentence
I.	Die wilden Tiere	(1-10) 1	Ich sehe den____(die_____. das____.)
II.	Die Hausetiere	(1-10) 1	Ich habe einen____(eine____,ein____.)
III.	Das Tischgedeck	(1-10) 1	Ich lege den___(die___ das___) auf den Tisch.
IV.	Die Mahlzeit	(1-10) 1	Ich mochte den ____(die ___., das_____.)
V.	Die Körperteile	(1-10) 1	Das ist mein____ (meine_____. mein_____).
VI.	Weihnachten	(1-10) 1	Siehst du den____(die_____.das____.)
VII.	Das Klassenzimmer	(1-10) 1	Wo ist der_____(die____. das_____.)
VIII.	Die Kleidung	(1-10) 1	Ich muss einen_____(sine_____ ein_____) kaufen.
IX.	Das Obst	(1-10) 1	schmeckt (schmecken) gut.
X.	Das Gemüse	(1-10) 1	Ich habe _____ nicht gern.
XI.	Die Seeküste	(1-10) 1	Dort ist ein_____(eine____,ein_____).
XII.	Das Transportwesen	(1-10) 1	Ich fahre mitdem_____(dar___dem____)
ZIII.	Die Blumen	(1-10) 1	Der_____(die____das____) ist schön.
XIV.	Das Innere d. Hauses	(1-10) 1	Wo ist der___(die_____das_____).
XV.	Das Gebäude	(1-10) 1	Ich suche den____(die_____das_____).
XVI.	Die Farben	(1-10) 1	Der_____(die____, das____) ist_____ (Farbe).
XVII.	Die Fahnen	(1-10) 1	Ich habe (one, two...)_____(noun) _____.
XVIII.	Die Landkarte	(1-10) 1	Da ist der____(die____,das_____).
XIX.	Die Uhr	(1-10) 1	Es ist_____.
XX.	Der Kalender	(1-10) 1	Das ist_____.
XXI.	Die Verben	(1-10) 1	Ich_____. Du_____. STE_____ Er,sie,ex_____. Wir_____.Ihr____.

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

OCCUPATION FLASH CARD SET
(Berufe)

1. This total set is worth 5 points.
2. The cards may be learned in any order.
3. The student must learn the single word item plus a good German sentence in which the word is used.
4. Students will be tested orally by teacher or aide. Points will not be awarded until master of the word and sentence is demonstrated satisfactorily. Do not wait until the last week of the quarter to be tested.

5. Students may go through the series a second or third time, demonstrating mastery of the word or example sentence in a new form. For example: nouns can be learned in the plural; verbs can be learned and demonstrated in either the present tense, the simple (narrative) past, the present perfect (conversational past) tense, or in the future tense.

Occupation Flashcard set -- 5 points

Occupations - Berufe (Der Beruf, die Berufe)

When the German speaker indicates what his occupation is, he does not use the article with the noun indicating occupation; Ich bin Lehrer. (I am teacher) Er ist Schüler. (He is student)

Below are some good sentences in which occupation words can be used.

Ich bin (war) _____.
Du bist (warst) _____.
Sie sind (waren) _____.
Er, sie, es ist (war) _____.
Wir sind (waren) _____.
Ihr seid (ward) _____.
Sie sind (waren) _____.

Ich will _____ werden.
Du willst _____ werden.
Sie wollen _____ werden.
Er,sie,es will _____ werden.
Wir wollen _____ werden.
Ihr wollt _____ werden.
Sie wollen _____ werden.

Er wird _____.

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

Berlitz #6
"Visita de cortesia"
Checklist

Nombre_____

Fecha _____

Teacher	Date	
		Read and understand the dialog.
_____	_____	Listen to Berlitz Tape #6 Practice dialog with a friend.
_____	_____	Learn vocabulary Pass quiz _____ 90 per cent accuracy
_____	_____	Pass dictation (3 errors)
		Gramatica: Review in PV and other as listed.
_____	_____	Commands - flashcards Preterite tense of venir
		Object pronouns (underlined in blue)
_____	_____	Know the expressions of politeness that are underlined in pink. Be able to use them in a conversation with the teacher or a friend.
_____	_____	View filmstrip while listening to the tape - minimum of 3 times.
_____	_____	Do worksheet #1 on Gramatica Have teacher check it.
_____	_____	Prepare to answer oral or written questions on the dialog content. --Practice with student. --Teacher
_____	_____	Worksheet #2 is to be prepared while viewing Frame 22 and 38. --Have answers checked by teacher --Do orally with a teacher aide or teacher
_____	_____	Final exam

MOUNTAIN VIEW HIGH SCHOOL
FOREIGN LANGUAGE DEPARTMENT

Berlitz
#6 Una visita social
Prueba

Nombre_____

Fecha _____

These questions are based on the filmstrip. Therefore, the exam must be taken while viewing the frames indicated. Answer in a complete sentence in Spanish.

Frame 22

1. ¿Cuántas tazas hay en la mesa?
2. ¿Dónde está el azúcar?
3. ¿Qué hay en la azucarera?
4. ¿Cómo es el mantelito?
5. ¿Cuántas cucharitas hay en la foto?

Frame 38

1. ¿Quién está acostado en la cama?
2. ¿Cómo tiene los ojos?
3. ¿Duerme o está despierto?
4. ¿Cómo lo sabe?
5. ¿Qué hace con la mano derecha?